

Main Criteria: Discoveries in Writing

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
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PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
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STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK **PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK**

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
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STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK **PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK**

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
---------------------------------	--	-------------------------

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12
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STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12
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STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.4.4.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK /
GRADE LEVEL
INDICATOR

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
----------------------	--	---------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

L.4.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY
LEVEL

L.4.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

L.4.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY
LEVEL

L.4.3.a.

Choose words and phrases to convey ideas precisely.

PROFICIENCY
LEVEL

L.4.3.c.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL

L.4.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
----------------------	--	--------------------------------

BENCHMARK / GRADE LEVEL INDICATOR

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

BENCHMARK / GRADE LEVEL INDICATOR

3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK /
GRADE LEVEL
INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **RANGE OF WRITING**

BENCHMARK /
GRADE LEVEL
INDICATOR 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK /
GRADE LEVEL
INDICATOR 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK /
GRADE LEVEL
INDICATOR 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Writing		
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Speaking and Listening		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		
College and Career Readiness Anchor Standards for Language		
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL

L.4.4.a.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

BENCHMARK / GRADE LEVEL INDICATOR

3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****KEY IDEAS AND DETAILS**BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****CRAFT AND STRUCTURE**BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****INTEGRATION OF KNOWLEDGE AND IDEAS**BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Reading****STANDARD /
BENCHMARK****RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****College and Career Readiness Anchor Standards for Writing****STANDARD /
BENCHMARK****TEXT TYPES AND PURPOSES**BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
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PROFICIENCY LEVEL

RI.4.2.a.

Determine the main idea of a text and explain how it is supported by key details.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.8.

Explain how an author uses evidence to support particular points in a text.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL

RF.4.4.a.

Read grade-level text with purpose and understanding.

PROFICIENCY LEVEL

RF.4.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
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PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		RANGE OF WRITING

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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**BENCHMARK /
GRADE LEVEL
INDICATOR**

RI.4.2.

Analyze informational text development.

PROFICIENCY
LEVEL

RI.4.2.a.

Determine the main idea of a text and explain how it is supported by key details.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.4.8.

Explain how an author uses evidence to support particular points in a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK /
GRADE LEVEL
INDICATOR

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

**STANDARD /
BENCHMARK** **PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK /
GRADE LEVEL
INDICATOR SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY
LEVEL L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY
LEVEL L.4.2.a. Use correct capitalization.

PROFICIENCY
LEVEL L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**STANDARD /
BENCHMARK** **KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

CRAFT AND STRUCTURE

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

INTEGRATION OF KNOWLEDGE AND IDEAS

BENCHMARK /
GRADE LEVEL
INDICATOR

7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

**STANDARD /
BENCHMARK**

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK**

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
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PROFICIENCY LEVEL

RI.4.2.a.

Determine the main idea of a text and explain how it is supported by key details.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.8.

Explain how an author uses evidence to support particular points in a text.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL

RF.4.4.a.

Read grade-level text with purpose and understanding.

PROFICIENCY LEVEL

RF.4.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL L.4.5.c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.8.

Explain how an author uses evidence to support particular points in a text.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL

RF.4.4.a.

Read grade-level text with purpose and understanding.

PROFICIENCY LEVEL

RF.4.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR

W.4.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL

W.4.2.a.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL

W.4.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

PROFICIENCY LEVEL

W.4.2.c.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

PROFICIENCY LEVEL

W.4.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

W.4.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

W.4.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

PROFICIENCY LEVEL

W.4.9.b.

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

SL.4.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

PROFICIENCY LEVEL

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PROFICIENCY LEVEL

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

PROFICIENCY LEVEL

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PROFICIENCY LEVEL

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.

PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK /
GRADE LEVEL
INDICATOR 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK /
GRADE LEVEL
INDICATOR 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK /
GRADE LEVEL
INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

**STANDARD /
BENCHMARK** **RANGE OF WRITING**

BENCHMARK /
GRADE LEVEL
INDICATOR 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK /
GRADE LEVEL
INDICATOR 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

**STANDARD /
BENCHMARK** **VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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PROFICIENCY LEVEL	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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PROFICIENCY LEVEL	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.

PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 16: Unit 5 Writing from Pictures, p. 125-128

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK **PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK **VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Ohio Learning Standards

Language Arts

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PROFICIENCY LEVEL	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY LEVEL	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

TEXT TYPES AND PURPOSES

BENCHMARK /
GRADE LEVEL
INDICATOR

2.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK /
GRADE LEVEL
INDICATOR

8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK /
GRADE LEVEL
INDICATOR

9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RANGE OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.

PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.
PROFICIENCY LEVEL	RI.4.2.a.	Determine the main idea of a text and explain how it is supported by key details.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	CRAFT AND STRUCTURE	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	INTEGRATION OF KNOWLEDGE AND IDEAS	
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.8.	Explain how an author uses evidence to support particular points in a text.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	

BENCHMARK / GRADE LEVEL INDICATOR	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.4.4.a.	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
PROFICIENCY LEVEL	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.4.2.	Analyze informational text development.

PROFICIENCY LEVEL

RI.4.2.a.

Determine the main idea of a text and explain how it is supported by key details.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.8.

Explain how an author uses evidence to support particular points in a text.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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BENCHMARK / GRADE LEVEL INDICATOR

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		FLUENCY
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BENCHMARK / GRADE LEVEL INDICATOR

RF.4.4.

Read with sufficient accuracy and fluency to support comprehension.

PROFICIENCY LEVEL

RF.4.4.a.

Read grade-level text with purpose and understanding.

PROFICIENCY LEVEL

RF.4.4.c.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 24: Unit 7 Inventive Writing, p. 191-196

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
---------------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
----------------------	--	---------------------------------

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	PRESENTATION OF KNOWLEDGE AND IDEAS	

BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.

PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

PROFICIENCY LEVEL	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 27: Unit 7 Inventive Writing, p. 211-218

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PROFICIENCY LEVEL	L.4.5.c.	Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE

BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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PROFICIENCY LEVEL

W.4.9.b.

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
-----------------------------	--	--

BENCHMARK / GRADE LEVEL INDICATOR

SL.4.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

PROFICIENCY LEVEL

SL.4.1.a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PROFICIENCY LEVEL

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

PROFICIENCY LEVEL

SL.4.1.c.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

PROFICIENCY LEVEL

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 29: Unit 7 Inventive Writing, p. 227-234

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK **PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK **RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK **CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
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BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
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PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
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PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
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PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
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BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 30: Unit 7 Inventive Writing, p. 235-239

Ohio Learning Standards

Language Arts

Grade 4 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
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STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
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BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PROFICIENCY LEVEL	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
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PROFICIENCY LEVEL	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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PROFICIENCY LEVEL	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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PROFICIENCY LEVEL	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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PROFICIENCY LEVEL	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		PRESENTATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY LEVEL	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PROFICIENCY LEVEL	L.4.1.e.	Form and use prepositional phrases.
PROFICIENCY LEVEL	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.4.2.a.	Use correct capitalization.
PROFICIENCY LEVEL	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL	L.4.3.a.	Choose words and phrases to convey ideas precisely.
PROFICIENCY LEVEL	L.4.3.b.	Choose punctuation for effect.
PROFICIENCY LEVEL	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD****Language Standards K–12**

STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).